



Marion Intermediate

2320 Hwy.41-A

Marion, S.C. 29571

Grades	3-5 Elementary School	
Enrollment	686 Students	
Principal	Tim Felder	843-423-8345
Superintendent	Michael D. Lupo	843-423-1811
Board Chair	James Smith	843-423-2876

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	At-Risk	Below Average
2006	Below Average	At-Risk
2005	Below Average	Below Average
2004	Average	Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

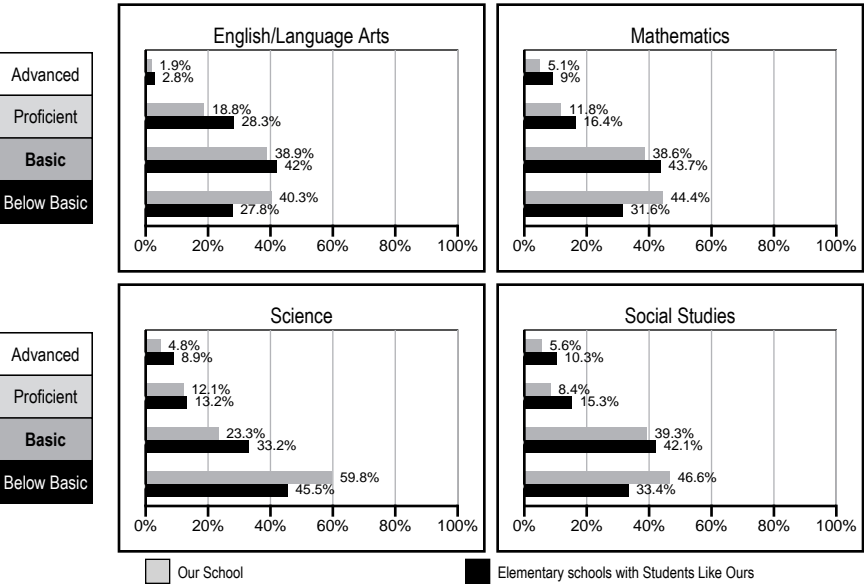
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 98.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	20	64	16

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=686)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	2.6%	Down from 4.1%	2.9%	2.3%
Attendance rate	96.6%	Down from 96.7%	96.0%	96.3%
Eligible for gifted and talented	5.9%	Down from 7.3%	6.0%	10.4%
With disabilities other than speech	14.5%	Up from 11.3%	8.4%	7.5%
Older than usual for grade	3.1%	Up from 1.8%	1.1%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
Teachers (n=43)				
Teachers with advanced degrees	51.2%	Down from 58.7%	54.3%	56.7%
Continuing contract teachers	72.1%	Down from 82.6%	71.8%	77.3%
Teachers with emergency or provisional certificates	2.9%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	84.9%	Up from 84.1%	84.8%	86.4%
Teacher attendance rate	95.3%	Up from 93.3%	94.9%	94.9%
Average teacher salary	\$39,197	Up 2.1%	\$44,314	\$45,345
Professional development days/teacher	11.7 days	Up from 10.9 days	13.1 days	12.6 days
School				
Principal's years at school	1.0	No Change	3.8	4.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 19.4 to 1	17.0 to 1	18.5 to 1
Prime instructional time	90.8%	Up from 90.5%	89.1%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.2%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,031	Up 6.5%	\$7,781	\$7,052
Percent of expenditures for instruction*	63.2%	No Change	69.1%	69.1%
Percent of expenditures for teacher salaries*	58.7%	Up from 58.1%	62.5%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

"We Have a Job to Do" is the motto that the students and staff at Marion Intermediate have adopted. We have aspired to create a safe, challenging, and nurturing environment where everyone can reach his/her full potential. During the 2007-08 school year, our students were challenged to fulfill their duties as Motivated, Inspired, and Successful students. Our goal was to provide students with tools of integrity, a strong work ethic, and the ability to get along with others to get the job done.

We are proud of our school and accomplishments. Accreditation by the Southern Association of Colleges and Schools and being a recipient of the Red Carpet Schools Award are among our top honors. The students at Marion Intermediate School are deeply involved in service learning and contributed over \$16,000 to charities, including the American Cancer Society, the American Heart Association, and the March of Dimes. They also recognized our service men and women, both past and present, with a ceremony on Veteran's Day, cards on various holidays, and care packages.

Our curriculum focus for the 2007-2008 school year was in the areas of literacy and math. Being aware of the correlation between improvements in Map scores and improvements in PACT scores, we initiated a program called "Academy." After the first round of MAP testing in the fall, students were placed in focus groups based on the scores on that test. Targeted skills were addressed. Following spring testing, gains were noted at all grade levels in both areas.

Marion Intermediate School will continue to strive for excellence and address the challenges we face daily. With an eye towards success, the stakeholders of MIS pledge to provide a safe and nurturing environment, a cutting-edge curriculum, quality instruction, encouragement, and support for the children in Marion School District One.

Sharron C. Crowner, Interim Principal
Sandra Honaker, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	49	190	91
Percent satisfied with learning environment	87.8%	79.4%	83.3%
Percent satisfied with social and physical environment	93.9%	82.8%	75.6%
Percent satisfied with school-home relations	64.6%	88.8%	80.2%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 13 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	Corrective Action
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	5.1%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	1.9%	0.0%	No
Student attendance rate	96.6%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	676	99.7	39.8	38.9	19.2	2.2	30.3	26.2	48.2	No	Yes
Gender											
Male	363	99.5	48.6	35.6	14.1	1.7	23.3	20.2	41.7	N/A	N/A
Female	313	100	29.5	42.6	25.2	2.7	38.6	32.8	55	N/A	N/A
Racial/Ethnic Group											
White	165	100	21.6	41.4	31.5	5.6	50	45.7	60	Yes	Yes
African American	498	99.6	46.1	38.1	14.7	1.1	22.9	19.4	31.7	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	33.3	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
Disability Status											
Disabled	123	100	72.5	20	5	2.5	11.7	8.8	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	27.3	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	548	99.8	45.4	37.9	15.7	1	24.9	20.6	34	No	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	676	99.7	43.8	38.7	12.2	5.3	26.3	22.6	45.8	No	Yes
Gender											
Male	363	99.5	47.4	38.8	9.5	4.3	23.9	20.9	45.6	N/A	N/A
Female	313	100	39.6	38.6	15.4	6.4	29.2	24.6	45.9	N/A	N/A
Racial/Ethnic Group											
White	165	100	21.6	44.4	19.8	14.2	47.5	42.5	59	Yes	Yes
African American	498	99.6	52	36	9.9	2.1	19.2	16	26.9	No	Yes
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	8.3	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
Disability Status											
Disabled	123	100	68.3	26.7	3.3	1.7	12.5	8.4	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	9.1	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	548	99.8	49	39.7	9.6	1.7	20.5	16.4	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	444	99.6	59.3	23.4	12.3	5	17.3	15	35.7	96.6	95.3
Gender											
Male	246	99.2	62.1	22.6	9.8	5.5	15.3	13.2	37.4	96.4	94.9
Female	198	100	55.9	24.5	15.4	4.3	19.7	17.1	33.8	96.8	95.8
Racial/Ethnic Group											
White	111	100	33	30.3	26.6	10.1	36.7	33.5	49.2	96.7	95.7
African American	323	99.4	69.5	20.1	7.1	3.2	10.4	9.1	17	96.5	95.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	98.2	96.9
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	97.8	96.1
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
Disability Status											
Disabled	81	100	77.2	13.9	6.3	2.5	8.9	6.8	14	95.4	94.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	90
English Proficiency											
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	98	96
Socio-Economic Status											
Subsided meals	349	99.7	65.9	23	8.8	2.4	11.2	9.4	21.1	96.3	95

Social Studies

All Students	446	99.6	45.9	39.6	8.6	5.8	14.5	13.6	34	96.6	95.3
Gender											
Male	231	99.6	48.9	35.9	8.5	6.7	15.2	14.1	36.6	96.4	94.9
Female	215	99.5	42.7	43.7	8.7	4.9	13.6	13	31.3	96.8	95.8
Racial/Ethnic Group											
White	112	100	27.3	48.2	10.9	13.6	24.5	23.1	44.5	96.7	95.7
African American	329	99.4	52.7	36.5	7.6	3.2	10.8	10.4	19.1	96.5	95.1
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	98.2	96.9
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	97.8	96.1
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
Disability Status											
Disabled	86	100	60.2	32.5	6	1.2	7.2	8.1	14.4	95.4	94.2
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	90
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	98	96
Socio-Economic Status											
Subsided meals	375	99.5	50.8	37.2	8.4	3.6	12	11.2	21	96.3	95

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	234	100	33.8	36.4	27.6	2.2	29.8
	4	238	100	39.1	45.8	15.1	0	15.1
	5	217	100	46.7	37.1	15.7	0.5	16.2
	6	2	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	237	99.6	28.9	37.3	28.4	5.3	33.8
	4	216	99.5	44	40.6	15	0.5	15.5
	5	223	100	47.2	38.8	13.6	0.5	14
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	234	100	48	38.2	11.1	2.7	13.8
	4	238	100	41.8	40.9	12	5.3	17.3
	5	217	100	39	42.4	11	7.6	18.6
	6	2	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	237	99.6	44.4	38.2	12.4	4.9	17.3
	4	216	99.5	52.2	36.2	8.2	3.4	11.6
	5	223	100	35	41.6	15.9	7.5	23.4
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	118	100	62.5	27.7	8	1.8	9.8
	4	238	100	52.9	32.3	10.3	4.5	14.8
	5	110	100	57.1	27.6	6.7	8.6	15.2
	6	2	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	116	99.1	52.3	23.9	18.3	5.5	23.9
	4	216	99.5	63.8	21.7	11.6	2.9	14.5
	5	112	100	57.9	26.2	7.5	8.4	15.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	116	100	35.4	55.8	8	0.9	8.8
	4	238	100	46.2	39	11.2	3.6	14.8
	5	107	100	53.3	33.3	11.4	1.9	13.3
	6	1	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	120	99.2	31.9	49.1	10.3	8.6	19
	4	215	99.5	50.5	40.3	5.3	3.9	9.2
	5	111	100	52.3	28	13.1	6.5	19.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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